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ABSTRACT

This paper describes a leadership development model which departs radically from the traditional leader preparation programs. Leadership is perceived not as a complex of skills and characteristics accruing to an individual but as the initiation and maintenance of an ongoing process of self and organizational renewal. The process envisioned involves a consortium of various education agencies, including university and state department personnel, teachers, administrators, students, and community members. This broad involvement, plus the capability to institutionalize the process through program approval, certification, and accreditation procedures offers real promise for significant and lasting relevance and accountability. The renewal process would occur simultaneously in all the participating agencies, which would ensure continuing adaptability and flexibility to changing needs on the part of educators and those who prepare and certify them. The model offers an opportunity to institutionalize planned change across a broad spectrum from preparation to practice. (MBM)

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PROJECT KANSAS 76: CONCEPT PAPER

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EDUCATIONAL RENEWAL: AN INCLUSIVE, PROCESS-ORIENTED MODEL OF LEADERSHIP DEVELOPMENT

AN OCCASIONAL PAPER DEVELOPED BY THE PROJECT KANSAS 76 STAFF

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Project Kansas 76 is a cooperative effort to identify and develop new leadership skills and roles in Kansas education. Participating in the project, which is funded under Part D of the Education Professions Development Act, are the Kansas State Department of Education, Kansas State University, Wichita State University and the Wichita, Junction City, and Manhattan School districts.

Major thrusts of the project include the cooperative assessment of educational needs in the three school districts, the identification of additional skills required by practitioners to meet these needs, and the possible suggestion of new types of leadership roles which seem feasible to satisfy identified needs and priorities. Programs will then be established to upgrade practitioner skills and to prepare people to fill new leadership roles which evolve.

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PROJECT KANSAS 76: CONCEPT PAPER

EDUCATIONAL RENEWAL:

An Inclusive, Process-Oriented Model of Leadership Development

by

Joseph A. Sarthory

Leadership development programs in education have historically been characterized by certain practices and assumptions which have limited the potential impact of trainees and restricted the sphere of influence of the programs themselves. Chief among those factors and assumptions are the following:

- Leadership has seldom been defined.
- A widespread assumption appears to have been that leadership has to do with skills which accrue to individuals.
- Programs have tended to emphasize the imparting of rather vaguely identified skills to individual trainees.
- Programs have generally been conducted in isolation from the problems and issues with which the trainee will eventually have to cope. The training site has usually been a college or university campus.
- Attempts to introduce reality have usually taken the form of rather fragmented internships and field experiences.
- Content and experiences have generally been only tangentially related to the felt needs of trainees and to the issues and problems of the real world.
- Generally there has been no follow-up support system provided for the trainee upon completion of the program and immersion into an organizational role.
- The prevailing organizational norms have thus tended to subvert and dampen the recent trainee's idealism and left him without a base from which to lead.
- The emphasis on training individuals as leaders has precluded the development of cooperative training models across varied roles and organizations which are likely to have a more lasting impact.
- Competition for prestige, dollars, and status has also retarded cooperative relationships among institutions and agencies which could truly lead and promote desirable educational change.

The model presented in this paper represents an attempt to depart radically from the assumptions and characteristics noted above. It assumes the following:

- Leadership is not an aggregate of traits and skills which accrue to an individual.
- Leadership is a process which has to do with self and organizational renewal.
- Leadership implies planned change as opposed to the maintenance of the status quo.
- Renewal has to do with promoting adaptability and flexibility in light of changing needs, problems, and values.
- People learn better when they have a need to know.
- Training is more effective the more reality-oriented it is.
- Leadership is more likely to flourish and survive if it is supported.
- More broadly based leadership efforts are likely to persist longer and have more impact.
- Power is associated with the capability to lead.
- Renewal is continuous and does not have an identifiable end state.
- Organizational renewal operationalizes accountability.
- People tend to resist change (initiating new structures, leadership) but can and do lead when there is commitment to a task and support from relevant others.
- Group commitment to a task is more conducive to change than is individual commitment.

What follows is a description of a leadership development model which identifies the parties to the model, their functions, the linking mechanism among the parties, and which attempts to operationalize the concept of leadership as the process of renewal.

WHAT IS RENEWAL?

Since renewal is basic to the conception of leadership put forth in this paper, it is perhaps necessary to describe briefly the process as envisioned by the author. Essentially, renewal is a systematic process of change which involves a reexamination of all aspects of a system (individual, organization, school, community, agency, etc.) with the long term purpose of improving it. Renewal specifically includes the examination of the system's goals and purposes based on its members and users needs and the restructuring of the system to more effectively and efficiently achieve goals. It is a continuous, ongoing process which does not end at a specific point in time and

which must be built into a system's operating procedures. In education, systems which suggest themselves as likely and appropriate subjects for renewal are individual practitioners, faculties, schools, school districts, school boards, professional associations, colleges and universities, and state education departments. Numerous attempts to develop educational leadership have focused on one of these systems or perhaps two (most often a school district and a university) but the model posed here is more inclusive and hopefully capable of more long term impact.

WHO IS INVOLVED AND HOW?

The author views the following systems involved in an interlocking, interdependent procedure for renewal:

- School Districts (including students and community members)
- Colleges and Universities
- Professional Associations (teachers and administrators)
- The State Department of Education

The primary linking mechanism among these parties would be a consortium initiated by a college or university at the urging of the state education agency. The institution of higher learning would contact school districts in its service area and ascertain their interest in and commitment to a continuing program of renewal. Teacher associations in the districts would be contacted for the same purpose. State agency personnel charged with planning and development would be the prime movers in the formation of the consortium and its initial stage of operation.

What is afforded by this consortium approach is the inclusion of systems (agencies, organizations) which seldom interact. Traditionally, colleges have prepared practitioners, state departments have certified them, and school districts have employed them. This has often resulted, however, in a fragmented

approach to educational personnel training, placement, and retraining. The consortium described here promotes continuing relationships among these parties which can lead to renewal not only in school districts (which are often the only targets of educational change attempts) but also in the institutions which serve those districts (the university and the state education agency). Additionally, teacher associations are involved in the renewal process which perhaps must come about in light of adverse reaction to teacher militancy.

Obviously not all the participants from the systems involved can work face to face in the renewal process. Sheer members would be prohibitive. What is envisioned is a body - perhaps called a Renewal Committee - which would be composed of representatives of each of the parties involved. Such a body would perhaps include from 12 to 24 persons - dependent partially upon the number of school districts involved in the consortium.

Figure 1 presents the structure of the consortium as visualized by the writer while the next section of the paper describes the renewal process and the functions of each system which is involved.

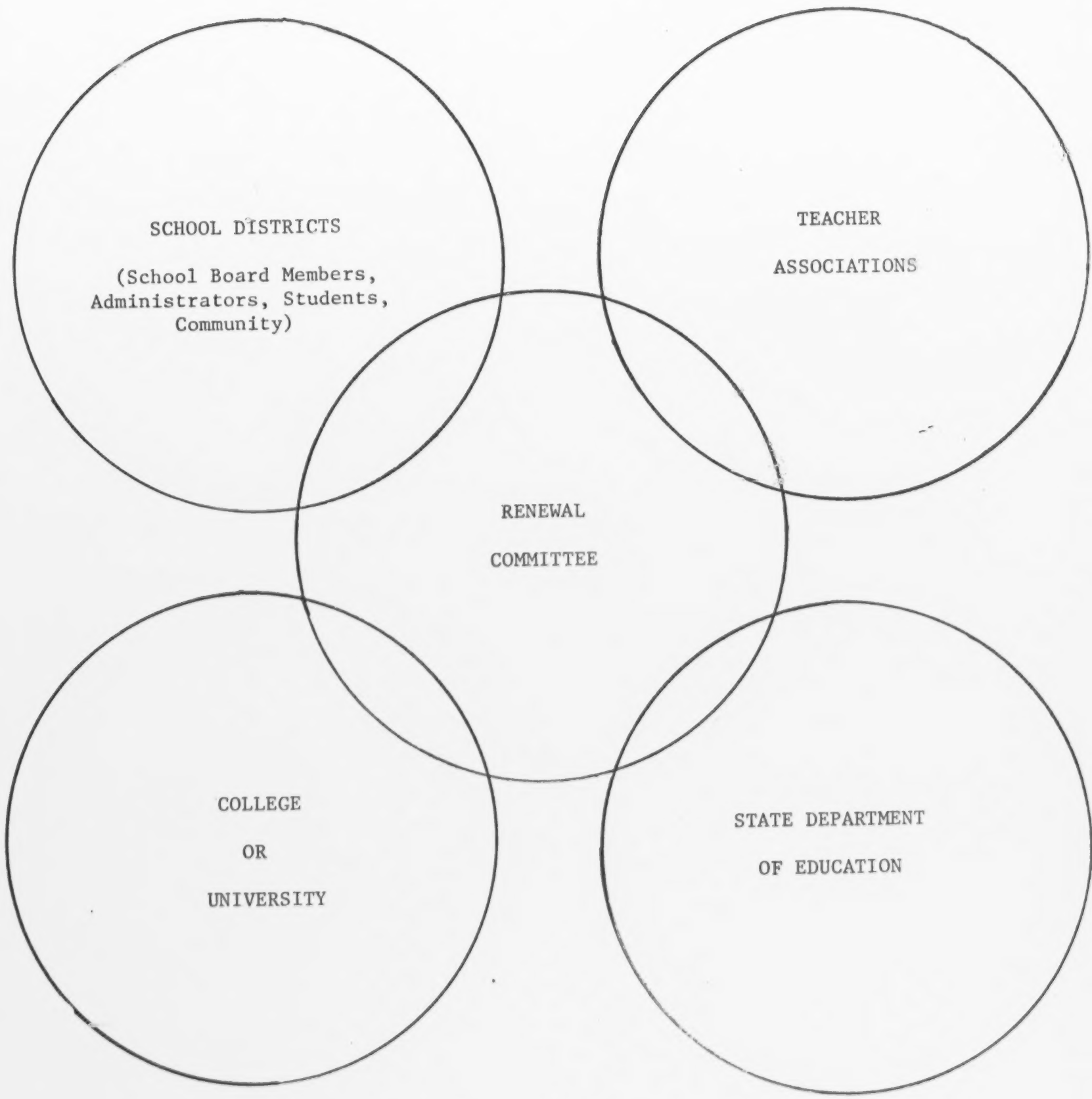


Figure One

The Renewal Consortium

WHAT IS THE PROCESS INVOLVED IN RENEWAL?

The initial stage of the renewal process is a critical reexamination of the school districts' goals and objectives in light of community desires and needs. Thus a needs assessment model which all this implies must be developed and implemented in the participating districts. Census data, test scores, attitudinal data, etc. must be gathered and analyzed so as to discern the present state of the community and the educational program. Additionally, trends must be identified so that a predictably accurate picture of the community in the foreseeable future can be developed. From these "pictures" can be derived statements of educational need for the present and the foreseeable future.

It is important to note that all systems party to the consortium are involved in the development and implementation of needs assessment models in the participating districts. This includes teachers, administrators, students and community members from the districts as well as university and state department personnel. It is feasible that the needs assessment model might well vary from district to district. It should also be readily apparent to the reader that the consortium members would be communicating with each other about problems, issues, etc. they likely have not previously dealt with cooperatively, if indeed, separately or at all.

The next logical step in the renewal process is an analysis of the degree to which current needs are being satisfied and some prediction as to the future capability of the system to satisfy projected needs. Obviously much of the former can be induced from the data gathered in the needs assessment stage as those data are subjected to critical analysis. But beyond this, the consortium members would also assess the current organizational structure, programs, resource allocations, and organizational processes as they facilitate or retard the satisfaction of those needs which have been identified.

It is perhaps necessary to interject at this point that the writer foresees a Renewal Committee functioning in each of the school districts involved in the consortium. University and state department personnel would be on each of these local committees in addition to what might be labeled the Regional Renewal Committee. Thus the process would be going on simultaneously in all of the consortium districts with local lay and student involvement while the regional committee would facilitate regional exchange of ideas, program development, and resource allocation.

The third stage of the renewal process has to do with the development of alternative educational programs designed to accomplish objectives derived from the needs assessment phase. It is at this stage that some interesting things begin to happen and the renewal process begins to take hold within the university and the state education agency as well as in the school district. It seems obvious that program development must necessarily lead to a discussion of the kinds of skills and competencies required by practitioners in order to effectuate the programs which evolve. Thus the districts, university and state department are at this point into a consideration of in-service activities designed to allow the successful implementation of programs which have been developed to satisfy identified needs. In addition to helping structure appropriate in-service efforts, the university must also begin to look at its own programs to assess the degree of convergence or divergence between them and needed practitioner competencies and skills. Finally, the state education agency at this point must begin to look critically at its certification practices to see if they guarantee that practitioners exhibit identifiable competencies and skills or if they merely require completion of a required number of courses and experiences, and at its accreditation procedures to see if they relate to program relevance and effectiveness.

In essence, what this writer is proposing is that preparation programs for educational practitioners need to move to a competency-based format. Additionally, in-service programs in school districts should be competency-based and should be structured in light of those needs accruing to the students and community served by the district. Certification procedures should also be competency-based and in-service activities should "count" toward renewal or the issuance of a "higher" type of certificate. This should be accomplised through a consortium of school district personnel, teacher associations, university and state department personnel who work together in an ongoing "operation redesign or renewal" procedure which maximizes the adaptability and flexibility of all parties involved and provides accountability through a continuing assessment of program relevance, program effectiveness (at the school, university, and state department levels), and the degree to which practitioners at all levels can exhibit competencies relative to identified program needs and the renewal process itself.

Implementation of new and/or revised programs is the obvious next step of the renewal process. This stage is not as simple as might first be suspected since it involves gaining public and staff support in the school districts. Essentially, the writer is talking about reducing resistance to change and this entails the development of strategies to gather support and get people ready to "try something different." Additionally, it is at this point that efforts are initiated in the university to develop alternative preparation programs which are competency-based and within the state education agency to consider alternative certification and accreditation procedures and guidelines for school districts and universities to follow in their program development efforts. The renewal process is now firmly underway in all the institutions party to the consortium

and although their specific thrusts may well differ at any point in the process, their efforts are cooperative and articulated since they derive from cooperative assessment of needs and program development.

Lastly, the renewal process requires continuous monitoring and evaluation to ensure that programs are achieving goals which derived from identified needs and that new needs are identified and satisfied ones discarded. This phase is crucial to the renewal process and implies a feedback loop which provides continual evaluation data to the renewal committee so that program modifications can be made, new programs developed, unproductive programs terminated, or whatever the case may be. Without this dimension, the system can become as inflexible and unadaptive as it was prior to the initiation of the renewal process. Evaluation must be in terms of program objectives in all systems involved in the consortium and, although the specific objectives will differ from the school district to the university to the state department, they are all interlocking and form a kind of hierarchy since they derive from cooperative needs assessment, program development and monitoring.

A BIT MORE SPECIFICITY

What has been described thus far in rather general terms is a leadership development model which focuses around the concept of renewal. The nature of renewal has been discussed along with an identification of the parties to the process, their relationships, and how the process might operate. It has also been inferred that the process might well be institutionalized through certification practices as well as through the participation of many segments, institutions and agencies. Additionally, it is conceivable that approval of preparation programs at colleges and universities can be related to the process and a competency-based format, and that school accreditation procedures can also

be integrated. Perhaps a little further in the future, when ways are discovered in education to relate input and output, the distribution of funds can be at least partially dependent upon the presence of a continuing renewal process as well as program relevance and effectiveness in light of identified needs. At any rate, this section provides a bit more specificity as to the role of each consortium participant in the initiation and organization of the consortium, program development, implementation and evaluation, and the institutionalization of the process.

As was noted earlier, an institution of higher learning at the urging of the state education agency would initiate contact with school districts and teacher associations concerning the formation of a renewal consortium. Such an undertaking is no small measure and there must be genuine commitment to self analysis, openness, change, cooperation with others, and a long term effort. School districts would identify those administrators, community members and students they would like to involve. Teacher associations would do the same in each of the participating districts. State department personnel in the areas of planning, certif ion, accreditation and curriculum might be most appropriately involved fro that agency. Faculty members most receptive to new ideas, off campus activities, and innovation should perhaps represent the university.

Initial efforts would obviously be concerned with establishing methods, procedures, etc. for the operation of the Renewal Committee. Additionally, guidelines would be developed for the establishment of a similar committee in each participating agency and the development of ways to promote articulation and integration on a regional basis.

All parties would participate in the needs assessment phase in the cooperating districts. Thus administrators, teachers, lay persons, students, university staff and state department personnel would cooperatively deal with the

following tasks:

- Deciding upon what they "need to know".
- Identifying the kinds of information and data they need to gather.
- Structuring ways to gather the data and information.
- Deciding how to treat and analyze the data.
- Interpreting the data and identifying educational needs which derive therefrom.

All parties would also be involved in the program development phase and the identification of practitioner competencies necessary to operationalize them. It is at this point that self and organizational renewal coalesce through the development of programs to satisfy identified user needs and in-service activities to impart resultant skills and competencies.

Concerning user oriented programs, goals are derived from needs, program objectives specified, program alternatives posed, costed out and selected, and evaluation and monitoring techniques in light of objectives are agreed upon. It is obvious that the skills of the university people can be particularly useful to practitioners and state department personnel during this process.

Simultaneously, in-service activities for practitioners in the participating districts are structured. This entails the identification of needed competencies, the construction of instructional modules to develop the competencies, and the development of evaluative techniques to assess the degree to which practitioners exhibit the prescribed competencies.

The emphasis of the renewal process shifts markedly at the point of implementation of in-service programs for practitioners in the consortium districts. The primary thrust now becomes the establishment of competency-based preparation programs in the university. The internal university renewal committee now must come to grips with the following aspects of program revision and development:

- The identification of prescribed terminal competencies which are geared to the needs of the university's clients.

- The construction of instructional modules to develop these competencies.
- The structuring of identified competencies and categories of competencies into a program format.
- The articulation of competency-based, individualized models into the framework of credit hours.
- The restructuring of departmental and staff utilization patterns in ways compatible with the competency-based program structure.
- Working through university barriers to new definitions of faculty load, credit hours earned, off-campus credit generating activities, more flexible scheduling, more individualization of program in terms of substance and rate, etc.

State department personnel would work closely with university staff in their renewal process. Their contribution would primarily have to do with the establishment of guidelines for the development of competency-based programs, the development of such programs and the instructional modules which comprise them, and the initial stages of translating terminal competencies into new certification procedures and program approval provisions.

The reader has perhaps discerned the markedly different role of the state education agency in the renewal process described in this paper. The department is involved in renewal in school districts and universities but must also initiate the process internally to function effectively in its new role. Appropriate to this end would be the establishment of a Renewal Task Force within the department - located ideally in the departmental structure having to do with planning and development. The task force would include persons skilled in the renewal process itself as well as specialists in certification, accreditation, curriculum, and perhaps planning and evaluation. Such a cadre would allow the state department to work through the renewal process with school districts and institutions which prepare practitioners and to develop and operationalize new procedures of program approval, certification and accreditation.

GETTING FROM HERE TO THERE

To the author's knowledge, the renewal model of leadership development posed in this paper is not operational anywhere in the country. The state of New York has initiated within its education department "Operation Redesign" which is similar to the model described here but somewhat narrower in scope. In the Redesign program, a state department task force works with local school districts and teacher associations in the renewal process. Universities are not involved however, nor is there any attempt to link renewal to certification and accreditation practices. Sixteen Regional Redesign Centers have been established in an attempt to broaden the process from single districts to regions and eventually statewide application.

Perhaps the state of Washington is involved in an effort which most closely approximates the model described in this paper. That state's primary thrust is the establishment of competency-based certification procedures and it is employing a consortium approach to that end. Colleges and universities, professional associations and school districts comprise the consortia while state department personnel assist these three agencies to establish new relationships. Additionally, new staff persons in the state department called staff development coordinators assist with program development in the districts and universities and in reorganizing the state's procedures for program approval and review.

A proposed scenario for the statewide implementation of a renewal process articulated with certification, accreditation, and program approval procedures of the state education agency follows. In states where these functions are not the prerogative of the state board and education agency the passage of legislation to acquire them might be necessary.

The first step in the scenario would be for the state board of education to commit the state to a competency-based format of program approval and certification at the end of a five year period. This would in essence provide a transition period from present practice to future, more desirable practice.

In the second step of the scenario, the state board would direct the department to establish perhaps two "pilot consortia" which include the elements noted earlier in this paper - an institution which prepares educational practitioners, cooperating school districts, teacher associations and state department personnel. The institutions of higher learning should perhaps be located in different parts of the state - ideally in rural and urban settings - since needed practitioner competencies might well vary in different parts of the state.

These consortia would work through the renewal process, establish the necessary new relationships, develop program guidelines, etc. for perhaps a two year period. In the third and fourth years, additional consortia would be established to include the remaining teacher preparation institutions and school districts in the state. This could be accomplished by dividing the state into regions each under the direction of a Regional Renewal Coordinator who has been through the process in the pilot consortia and who has the administrative and leadership capabilities to initiate and implement the process in his region. A cadre of people from the initial two pilot consortia would be available to assist in this statewide implementation of the renewal process thus insuring an orderly, logical transition from "here to there" as opposed to an abrupt, disorderly one.

Perhaps one of the most important outcomes of this scenario would be the opportunity for the state education department to reorganize itself for

leadership as opposed to a regulatory role. The writer foresees something like a Renewal Task Force located within a Division of Development which would truly "lead" by initiating a statewide system of educational renewal and institutionalizing it through revised program approval, certification, and accreditation procedures which are flexible and geared to the needs of the various regions of the state. Such an ongoing process is an extremely appropriate response to the cry for accountability which can and likely will lead to the distribution of state funds for education on the basis of program relevance and effectiveness.

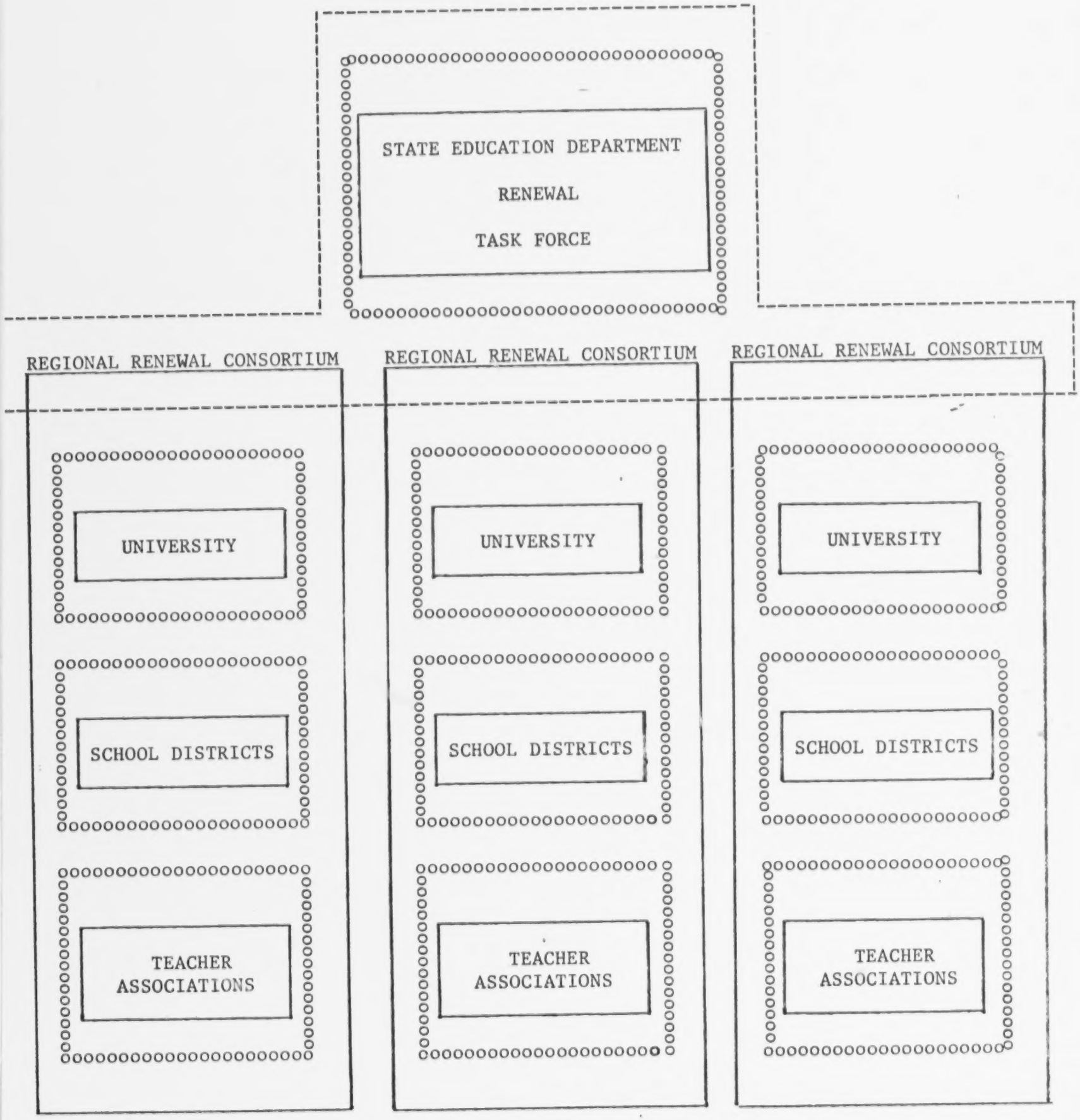
CONCLUDING REMARKS

What has been described in this paper is a leadership development model which departs radically from traditional leader preparation programs. In this model, leadership is not perceived as a complex of skills, characteristics, etc. accruing to an individual but rather is viewed as the initiation and maintenance of an ongoing process of self and organizational renewal. The process as envisioned involves a consortium of various education agencies as well as users and this broad involvement, plus the capability to institutionalize the process through program approval, certification and accreditation procedures offers real promise for significant and lasting relevance and accountability. The renewal process occurs simultaneously in all the participating agencies which hopefully will ensure continuing adaptability and flexibility to changing needs on the part of educators and those who prepare and certify them. The chief criticism of education today is its seeming inability to change and the model posed here offers an exciting possibility to negate this criticism and to institutionalize planned change across a broad spectrum from preparation to practice. To this writer's mind, the model is not only worthy of a try but

perhaps must be tried in light of the factors acting upon education at this point in time.

Figure 2 presents a proposed organizational structure of the inclusive, process-oriented renewal model which has been described in this paper.

RENEWAL ORGANIZATION STRUCTURE



-------- Statewide Renewal System
_____ Regional Renewal Consortia
oooooooo Local Agency Renewal Committees

 Figure Two

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